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ABSTRACT

The model described here attempts to provide professional staff members with a framework for meeting locally identified affective goals or needs. Suggestions are made concerning how to develop classroom activities, accompanying teaching strategies, and criteria for satisfactory completion of each activity. Faculty members develop plans by working in groups. Sample worksheets are provided for listing desired student behaviors, current teaching strategies, new teaching strategies, evaluation criteria, and implementation details. (Author/JM)

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PLANNING MODEL

FOR

AFFECTIVE NEEDS

BY

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APRIL, 1979

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INTRODUCTION

In 1975, the Iowa General Assembly enacted legislation requiring that school districts conduct formal assessments of local educational need. In accordance with Section 280.12 of the Iowa Uniform School Requirements, local districts have used a variety of methods to determine their major education needs -- *often stated as broad goals* -- and then rank them in priority order. Upon completion of this ranking process, professional staff members are then faced with the task of developing long-range plans to meet the needs. As such, they must establish, implement and continuously evaluate their short-range and intermediate-range plans to attain the desired levels of pupil achievement.

Although cognitive goals dealing with basic skills are receiving a share of the high priority rankings, an examination of lists of ranked goals from local districts across Iowa reveals that affective goals appear, more often, among the high priority goals. *The affective goals which do receive a high priority ranking generally call for a recognition of the worth of individuals and a concern for their relationships with one another.*

In dealing with cognitive goals or needs, professional staff members experience little difficulty in developing appropriate classroom activities or teaching strategies. These tasks are further simplified in that the evaluation of pupil progress toward mastery of cognitive skills can generally be accomplished with relative ease via objective means. On the other hand, although most staff members can usually identify teaching

strategies and develop appropriate classroom activities related to affective goals or needs, they often feel uncomfortable doing so. This is due, in part, to the perception that measurement of pupil progress in the affective domain is subjective and thus is more difficult to accomplish.

The model described here attempts to provide professional staff members with a framework for dealing with locally identified affective goals or needs. As such, provisions are made for the development of classroom activities, accompanying teaching strategies, and for establishing criteria for satisfactory completion of each activity. This approach builds upon the strengths of current programs and allows for additions where strategies are lacking. Progress toward successful implementation of the local affective goal or toward the reduction of a related need is monitored via professional staff observations of student behavior.

PLANNING MODEL FOR AFFECTIVE NEEDS

In its simplest form, this approach attending to local goals or affective needs can be outlined as follows:

A. IDENTIFY EDUCATIONAL GOALS -- *Steering Committee*

B. PRIORITIZE EDUCATIONAL GOALS -- *Community, Staff, Student*

1. Based upon importance for local schools
2. Based upon perceptions of current local attainment levels

C. IDENTIFY AREAS OF EDUCATIONAL NEED -- *Steering Committee*

D. DEVELOP STRATEGIES TO ATTEND TO NEEDS -- *Professional Staff*

E. IDENTIFY CRITERIA FOR SUCCESS -- *Professional Staff*

F. EVALUATE ACTUAL OUTCOMES -- *Professional Staff*

G. RECYCLE

Having completed points A, B, and C of the above outlined model, each local district will have identified and prioritized affective goals unique to their district, and then, based upon perceptions of current levels of attainment, isolated specific local educational needs. It is at this juncture that points D through G can be refined and, thus, attend to the identified affective needs. This refinement can best be accomplished by following the steps listed below.

STEP 1: *Elicit professional staff support.*

Professional staff support is the key to successful implementation of this model. All staff members must be convinced

that the extra effort they are about to expend will produce significant rewards, i.e., pupil performance as it relates to the identified needs will improve. In addition, staff must be assured of administrative and board support throughout the developmental and implementation stages.

STEP 2: *Group professional staff for more efficient affective needs implementation.*

All faculty members should be involved in the development of strategies. However, it is not advisable for staff members to work as individuals or in a group that is too large. With these thoughts in mind, successful grouping could be accomplished accordingly:

A. Elementary Staff

1. Within grade level -- *large school*
2. Within related grade levels -- *small school*

B. Secondary Staff

1. Within grade level by subject -- *large school*
2. Within subject area -- *small school*

It should be noted that other groupings are possible. Within the local district there may be circumstances which indicate a greater likelihood for success. When this is the case, grouping should take place based upon those commonalities which are unique to the local district.

STEP 3: *Describe behaviors related to the identified affective need that you would like to see exhibited by students.*

Each group of teachers meets to discuss the locally identified affective needs; and then, working on one identified need

at a time, describe specific behaviors that they would like to see exhibited by their students. Observance of such behavior would give evidence of improved student understanding as it relates to a specific need. FORM A IS PROVIDED FOR RECORDING GROUP WORK AT THIS TASK.

SAMPLE

FORM A: STUDENT BEHAVIORS

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

DIRECTIONS: List, and briefly describe student behaviors which, for you, would be an indication that the above goal/need is being met. Consider all student behaviors, not just those of an academic nature.

Behavior Number	STUDENT BEHAVIOR
_____	_____
	_____
_____	_____
	_____
_____	_____
	_____

STEP 4: *List strategies that you currently employ which attend to the student behavior that you are attempting to develop.*

For each behavior described in Step 3 of this process, the teacher group lists actions, structured activities, teaching strategies, etc., which are currently used by them in attending

to those behaviors. FORM B IS PROVIDED FOR RECORDING GROUP WORK AT THIS TASK.

SAMPLE

FORM B: CURRENT STRATEGIES

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

DIRECTIONS: List what you as a teacher currently do that aids students in meeting the above goal/need. This list might include actions, structured activities, teaching strategies, etc.

Behavior Number	Strategy Number	CURRENT STRATEGIES
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____

STEP 5: *List new actions, structured activities, teaching strategies, etc., that you will, or need to do, which attend to the student behavior that you are attempting to develop.*

For each or any of the behaviors described in Step 3 of this process, the teacher group lists new actions, structured

activities, teaching strategies, etc., to use, which relate to a given behavior they are attempting to develop. FORM C IS PROVIDED FOR RECORDING GROUP WORK AT THIS TASK.

SAMPLE

FORM C: NEW STRATEGIES

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

DIRECTIONS: List what new and different actions, structured activities, teaching strategies, etc., that you as a teacher will do, or need to do, to aid students in meeting the above goal/need.

Behavior Number	Strategy Number	NEW STRATEGIES
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____

STEP 6: *Identify and state the criteria to be used to evaluate the effect of current and new strategies.*

For each strategy listed in Steps 4 and 5 of this process, identify and state the criteria to be used to evaluate the effect of both current and new strategies. Identified criteria

are to be agreed upon by the members of the "teacher group", and are more likely to reflect qualitative rather than quantitative concerns. Criteria should also be stated in terms of pupil performance expectations. FORM D IS PROVIDED FOR RECORDING GROUP WORK AT THIS TASK.

SAMPLE

• F O R M D : CRITERIA

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

STUDENT BEHAVIOR NUMBER: _____

DIRECTIONS: For each current and/or new strategy listed for a given behavior on Forms B and/or C, state the criteria you will use to evaluate the effect of the strategy. Criteria should be stated in terms of pupil performance expectations.

Strategy Number	C R I T E R I A
_____	_____
	_____
	_____
_____	_____
	_____
	_____

STEP 7: *Identify the details, resources, materials, procedures, and/or other specifics necessary to implement current and new strategies.*

For each strategy listed in Steps 4 and 5 of this process,

teachers in a group will identify the details, resources, materials, procedures, and/or other specifics necessary to implement those activities. FORM E IS PROVIDED FOR GROUP WORK AT THIS TASK.

SAMPLE

FORM E: DETAILS

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

STUDENT BEHAVIOR NUMBER: _____

DIRECTIONS: For each current and/or new strategy listed for a given behavior on Forms B and/or C, identify the resources, materials, procedures and other specifics necessary to implement the strategy.

Strategy Number	DETAILS
_____	_____
	_____
	_____
_____	_____
	_____
	_____

STEP 8: *Plan for evaluation.*

The work completed by each "teacher group" in Step 6 provides a framework for evaluation. Using the criteria established for the evaluation of the effect of each strategy,

reports can be made which will reflect the progress (1) of each student; (2) on each strategy; and (3) on the overall goal or need area.

STEP 9: *Implementation of current and new strategies.*

Each teacher within a "teacher group" will now independently use the strategies which they feel will provide a sound basis upon which to build toward successful implementation of the district's priority affective goals. Continuous evaluation of strategies and observations of pupil progress will reflect movement toward overall goal implementation.

STEP 10: *Recycle.*

In that needs assessment is a continual process, periodic reassessment will be required which will reflect current perceptions of progress made in each local district. The frequency of this reassessment will be dependent upon local requirements. Upon completion of a reassessment, this process could be repeated for new affective concerns, should they arise.

PROCEDURE

The following comments are provided to facilitate progress through the model's five forms representing Steps 3 through 7.

As local faculty groups begin to work through this model program, care should be exercised to guard against the listing of too many behaviors for each affective goal. Step 3 of the model calls for teachers to list and briefly describe behaviors that they would like to see exhibited by their students. Observation of the specified behaviors would give evidence of goal satisfaction.

It is, therefore, recommended that each faculty group begin the process by "brainstorming" in order to generate a long list of possible desired behaviors. (The "Brainstorming" technique is described in Appendix A.) Once the list has been completed, behaviors can be categorized, grouped, reworded, and prioritized, thus reducing the original number to a manageable few. This reduced list of behaviors is then identified by number and copied onto Form A for transcription by local clerical staff.

Steps 4 and 5 of the model call for the listing of currently used strategies and of any new strategies which attend to the behaviors identified on Form A. It is important that each activity be identified with a unique number. As such, each activity listed on Forms B and C should be identified first with the number of the behavior it attends and next with the number of the activity, i.e. 1-1, 1-2, ..., 2-1, ..., etc.

It should be noted that it will not be necessary for faculty members to write out the text of each behavior on Forms B and C. Merely placing the desired behavior number in the space provided will facilitate accurate transcription of the strategies associated with a specific behavior.

Form D is provided for recording the criteria which will be used to evaluate the effect of each current and new strategy listed on Forms B and C. Once again, in an effort to eliminate unnecessary recopying, the text of each strategy need not be written. Instead, the strategy identification number is placed in the space provided. Criteria listed bear the same identification number as the strategy they accompany.

On the final form provided, Form E, the details pertaining to each of the current and new strategies are specified. These details could include such items as resources, materials, procedures, directions, or other specifics which will enable others to use the strategy should they choose to do so. Here, too, proper identification is important. The details for a given strategy are identified with the same identification number as the strategy they accompany. Also, as was the case for Forms B, C, and D, only the number of the strategy need be listed in the space provided.

A sample worksheet is included at this point which condenses Forms A through E. This worksheet is provided to give teachers an opportunity to work through the sequence described above. Working through this single sheet should enable teachers to see the continuity provided by the model.

SAMPLE WORKSHEET

In order to familiarize yourself with the previously described process, this worksheet is provided for your use. Essentially, this worksheet condenses *Forms A through E* as it deals with: only one goal/need; one behavior; its related strategies, one current and one new; criteria for evaluating the effect of these two strategies; along with the details pertaining to these strategies.

DIRECTIONS: This worksheet is a condensation of *Forms A through E*. Refer to each of these forms for specific directions in completing the tasks for your grade level and/or subject area.

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

FORM A: STUDENT BEHAVIORS

_____ _____

_____

FORM B: CURRENT STRATEGIES

_____ _____

_____

FORM C: NEW STRATEGIES

_____ _____

_____

FORM D: CRITERIA

_____ Current: _____

_____

_____ New: _____

_____

FORM E: DETAILS

_____ Current: _____

_____

_____ New: _____

_____

NOTES: _____

_____

COMPILATION OF GROUP WORK

It is recommended that each form be completed during released time sessions. This time should be set aside by district officials to be devoted solely to the implementation of selected affective goals and/or needs. As mentioned previously, all faculty members should be involved in the completion of this task, thus providing for maximum input across all levels and subject areas. Actual time required will vary from district to district dependent upon number of goals or needs identified.

Rather than combining several tasks on fewer forms, separate forms are used to facilitate compilation of group work. Upon completion of each form, teacher groups will turn in forms to a designated clerical person who will transcribe results for dissemination to all teacher groups. This dissemination will take place prior to the next work session. Review of this completed task may generate new ideas, but above all, the entire faculty will be apprised of progress on the total task.

The above described procedure will be repeated upon completion of each of the Forms A through E. Subject to final review by participating faculty members, all results could then be combined into a final product to be incorporated into district curriculum for use in the classroom. This final product could be organized according to the format depicted on the next page.

AFFECTIVE GOALS/NEEDS IMPLEMENTATION

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

STUDENT BEHAVIOR AND BEHAVIOR NUMBER: _____

Strategy Number	STRATEGIES	Criteria for Evaluation	Resources and Implementation Details

EVALUATION

Whether evaluation is done for cognitive or affective concerns, the teacher must identify the purposes which the evaluation will serve. The reasons for evaluation are often not clearly specified, and as such, evaluation becomes an afterthought. Considerations for evaluation must be an integral part of the planning process. Thus, the model described here provides a mechanism which establishes a basis for systematic evaluation of activities.

In stating the criteria for evaluating the effect of each strategy, teachers also identify standards which they will use to determine the success or failure of students involved in an activity. The criteria, then, provide the standard against which the teacher can assess pupil progress. Observation of student behavior will also provide information concerning the success or failure of an activity as well as give an indication of progress toward overall goal implementation.

When one attempts to assess changes in student attitude or behavior, the traditional paper-pencil evaluations are not usually used. As such, no "test" scores are collected. Instead, information is collected via subjective observation of student behavior. These observations are then used to make decisions concerning progress toward a district's affective goals.

IMPLEMENTATION AND RECYCLING

Upon completion of Steps 1 through 8 of this model, each teacher is provided with a copy of the complete K-12 product. At this point, they individually select those strategies which they feel fit their teaching style and which they feel are more likely to have maximum effect toward reduction of the need for their students.

Each teacher, then, is free to pick and choose, not only from among those strategies their particular teacher group had developed, but from the complete collection of strategies. This is possible since many of the strategies can be adapted or modified to suit a specific classroom situation, and thus are not necessarily limited to a specific student group or subject area.

Teachers should be encouraged to make notes regarding the effectiveness of those strategies which they employ for classroom use. These notes can then be used in Step 9 of the process which deals with evaluations. After having used a given strategy, evaluation is also made of individual or group pupil performance in accordance with the criteria established for that strategy. In addition, each teacher can evaluate the level of success of the strategy itself in terms of whether or not it played a significant role as related to broad goal implementation. Based upon evaluation results, each strategy is reviewed, revised, scrapped, or retained as is, for future classroom use.

At some point in the future, periodic reassessment will be required which will reflect current perceptions of pupil progress toward successful implementation of the affective goal or need. The frequency of this

reassessment will be dependent upon local requirements. The results of this reassessment, the teacher's evaluation, and the estimates of pupil progress, can be utilized to provide future direction for the district as it relates to ongoing affective goal implementation.

FORMS

FORM A: STUDENT BEHAVIORS

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

DIRECTIONS: List, and briefly describe student behaviors which, for you, would be an indication that the above goal/need is being met. Consider all student behaviors, not just those of an academic nature.

Behavior Number	STUDENT BEHAVIOR
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FORM B: CURRENT STRATEGIES

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

DIRECTIONS: List what you as a teacher currently do that aids students in meeting the above goal/need. This list might include actions, structured activities, teaching strategies, etc.

Behavior Number	Strategy Number	CURRENT STRATEGIES
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____

F O R M C : NEW STRATEGIES

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

DIRECTIONS: List what new and different actions, structured activities, teaching strategies, etc., that you as a teacher will do, or need to do, to aid students in meeting the above goal/need.

Behavior Number	Strategy Number	N E W S T R A T E G I E S
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____

FORM D: CRITERIA

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

STUDENT BEHAVIOR NUMBER: _____

DIRECTIONS: For each current and/or new strategy listed for a given behavior on Forms B and/or C, state the criteria you will use to evaluate the effect of the strategy. Criteria should be stated in terms of pupil performance expectations.

Strategy Number	CRITERIA
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____

FORM E: DETAILS

SCHOOL DISTRICT: _____

TEACHER GROUP: _____

GOAL/NEED: _____

_____

_____

STUDENT BEHAVIOR NUMBER: _____

DIRECTIONS: For each current and/or new strategy listed for a given behavior on Forms B and/or C, identify the resources, materials, procedures and other specifics necessary to implement the strategy.

Strategy Number	DETAILS
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____
_____	_____
	_____
	_____

APPENDIX A

BRAINSTORMING

A structured way to tap into the often unused stream of creativity for both groups and individuals.

RULES OF BRAINSTORMING: designed to specifically decrease the anxiety that often accompanies the search for new ideas.

1) *No negative evaluation during the brainstorming period.*

2) *Work for quantity.*

3) *Zany, far-out ideas are encouraged -- often triggers a new way of looking at the problem.*

4) *Piggyback from idea to idea.*

5) *Record each idea.*

6) *Set and keep a strict time limit -- working against clock keeps high level of personal energy.*

Hawley & Hawley. Writing for the Fun of It. ERA Press, Amherst, Mass., 1974.